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Research Report 1699

Evaluation of a Realistic Job Preview for U.S. Army Special Forces

Judith E. Brooks and Wayne E. Evans
U.S. Army Research Institute

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U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

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Research Report 1699

Evaluation of a Realistic Job Preview for U.S. Army Special Forces

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FOREWORD

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) are actively pursuing a research program to address manpower and personnel needs of Special Forces (SF). A recent product of this effort was a realistic job preview booklet developed in conjunction with the U.S. Army Recruiting Command (USAREC) for soldiers who are considering a career in SF. The booklet provides accurate, detailed information about SF jobs to encourage informed choices among the many soldiers and families who are faced with this very important and often difficult career decision. SF recruiters began distributing the booklet in Summer 1994. This report documents the evaluation research that provided USAJFKSWCS and USAREC information about RJP implementation and impact and about soldiers' and recruiters' reactions and ideas for improvement.

The Organization and Personnel Resources Research Unit of ARI's Manpower and Personnel Research Division conducted the research as part of the advanced development program. Support for the effort is documented in Annex A (November, 1993) of the June 1991 Memorandum of Agreement between the U.S. Army Special Operations Command (USASOC) and ARI. The findings contained in this report were provided to USAJFKSWCS in September 1995. USAJFKSWCS and USAREC are currently using the booklet to encourage soldiers and families to base their SF career decision on the best information the Army can provide.

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EVALUATION OF A REALISTIC JOB PREVIEW FOR U.S. ARMY SPECIAL FORCES

EXECUTIVE SUMMARY

Research Requirement:

The requirement was to evaluate a realistic job preview (RJP) booklet developed for soldiers and families interested in Special Forces (SF). The research had three major objectives. The first was to assess and describe booklet implementation by identifying the characteristics of booklet readers and by measuring the booklet's impact on soldiers' decision process and knowledge levels. The second objective was to assess the booklet's impact on recruits' commitment to joining SF. The third objective was to identify and document ideas for improvement.

Procedures:

Recruiters began distributing the booklet in 1994 to interested soldiers and wives to encourage informed decisions about joining SF. Both before and after booklet fielding, researchers collected survey data from new recruits enrolled in the Special Forces Assessment and Selection Program. The survey data allowed researchers to examine reader characteristics, the booklet's impact on soldiers' decision process, knowledge levels and commitment to joining, and soldiers' overall reactions. SF recruiters also provided their reactions to the booklet through surveys and discussions with researchers.

Findings:

Soldiers who received and read the RJP tended to be located at posts with a strong SF presence and tended to be relatively knowledgeable about SF. The selective nature of our sample of booklet readers made interpretation of the evaluation data difficult. However, the RJP appeared to provide new and important information that was often influential in the decision process. Wives in particular seem to have benefitted from the information. Recruiters and soldiers reacted positively overall.

Utilization of Findings:

SF is currently using the booklet to help soldiers and wives make informed choices about volunteering for SF. The findings from this evaluation will help the U.S. Army John F. Kennedy Special Warfare Center and School and the U.S. Army Recruiting Command make decisions about the booklet's further distribution and development. In particular, the evaluation offers specific ideas for improving the RJP content and format.

EVALUATION OF A REALISTIC JOB PREVIEW FOR U.S. ARMY SPECIAL FORCES

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EVALUATION OF A REALISTIC JOB PREVIEW FOR U.S. ARMY SPECIAL FORCES

Introduction

U.S. Army Special Forces (SF) are regionally oriented units with special purpose missions and characteristics. Service in Special Forces is completely voluntary and begins with the soldier's application to the Special Forces Assessment and Selection (SFAS) program. To help meet the manpower needs of SF, recruiters actively seek and recruit soldiers within the Army who are eligible to apply. Of the soldiers who enter the rigorous SFAS program, only about half are selected for training. Moreover, some soldiers who may meet the criteria for selection discover during the selection and training process that their own personal and professional goals are simply incompatible with an SF career.

In recent years, the Army Research Institute (ARI) has conducted research in cooperation with the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) and the U.S. Army Recruiting Command (USAREC) to support efforts to recruit soldiers who are well suited for SF. From an analysis of SF recruiting procedures (Herd & Teplitzky, 1992), researchers learned that recruiters desired more information about SF, sometimes gave inconsistent answers to soldiers' questions, frequently emphasized application and selection procedures, and tended to adopt a sales perspective when interacting with recruits. These findings generated USAJFKSWCS and USAREC interest in an informed decision model of SF recruiting that would encourage soldiers to base their decision on careful consideration of accurate and detailed information.

To help implement the model, ARI developed a new information booklet for interested active duty enlisted soldiers and wives. In concept, the booklet serves as a realistic job preview (RJP) for SF. The RJP is a recruitment strategy that has been widely used in civilian (e.g., Colarelli, 1984; Dean & Wanous, 1984; Dugoni & Ilgen, 1981; Wanous, 1973) and military (e.g., Horner, Mobley, & Meglino, 1979; Ilgen & Seely, 1974; Meglino, DeNisi, Youngblood, & Williams, 1988) settings. Designed for new or prospective employees, RJP's provide a detailed, balanced, and realistic picture of a job. The literature suggests that RJP's reduce turnover of newcomers for a variety of organizations (Wanous, 1977). Premack and Wanous (1985), who conducted a meta-analysis of RJP experiments, reported that RJP's also tend to lower initial job expectations and tend to increase self-selection, organizational commitment, and job satisfaction. Much less is known about why RJP's have the impact they do (see Pond, Powell, Norton, & Thayer, 1992 and Premack & Wanous, 1985 for reviews and discussion). Some explanations discussed in the literature are that RJP's reduce inflated job expectations and thus "vaccinate" employees against disappointment (Wanous, 1980), promote coping behavior, permit informed choices that lead to improved self selection, and foster perceptions of organizational honesty thereby strengthening employee commitment.

Herd and Brooks (1993) describe in detail the development of the SF RJP titled, "Thinking about Special Forces? Answers to Your Most Often-Asked Questions." In brief,

researchers collected and analyzed interview and survey data from new recruits and experienced SF soldiers and wives to develop accurate, detailed information about important aspects of SF jobs. The booklet covers topics such as SF MOS and Group assignments, training and preparation, career paths, SF missions, and family-related aspects of life in SF. The booklet is intended to encourage soldiers and families to base their decision on careful consideration of the best information SF can provide. The RJP may also help individuals who have already decided to volunteer by preparing them for the challenges that lie ahead. In this sense, the SF booklet is similar to the Basic Underwater Demolition/SEAL Training (BUD/S) Warning Order developed by the Navy to help individuals know what to expect in this very rigorous SOF training program. ARI provided ten thousand copies of the SF booklet to SF recruiters in Summer 1994.

This report documents a preliminary effort to evaluate the booklet. The evaluation had three objectives, the first of which was to assess and describe booklet implementation. We were interested, for example, in the number and characteristics of people who received and read the booklet and used it as a source of information when making their decision to apply to SFAS. Moreover, since RJPs should deal with aspects of the job that are of concern to the applicant (see Breaugh & Billings, 1988), we wanted to examine whether the booklet in fact provided new and important information. In particular, we wanted to know whether soldiers exposed to the booklet were more informed about aspects of SF that were covered in the booklet. We expected exposed soldiers to be more knowledgeable of the covered information, if the booklet indeed contained information not already possessed by the typical recruit.

The second objective had to do with assessing the booklet's impact on recruits' commitment to joining SF. We hypothesized that exposed soldiers may be more committed to the goal of joining SF, based on previous research examining the effect of RJPs on organizational commitment and attitudes toward the job. Research has shown that RJPs tend to increase organizational commitment and reduce thoughts of quitting (e.g., Wanous, 1973). Wanous (1977) has suggested that job applicants may view RJPs as honest communication that allows them greater freedom in their organizational choice. If applicants feel they have had the freedom to make an informed choice, they may then be more committed to the decision. Meglino et al. (1988) reported that Army trainees exposed to a balanced preview later perceived the Army as more caring, honest, and trustworthy and were more committed. Our own earlier SF recruiting data revealed that candidates who perceive they know a great deal about what to expect in SF are more committed to the goal of joining SF than are candidates who perceive themselves as less knowledgeable. Whether candidates exposed to the RJP were indeed more likely to perceive themselves as knowledgeable and as having adequate information about SF were empirical questions we also wished to examine.

The third and final objective was to identify booklet strengths and weaknesses and to document ideas from recruiters and candidates for improvement. This information would be useful for guiding future modifications and updates, should Special Forces choose to continue using this type of booklet as part of its recruiting strategy.

Method

We administered surveys to three SFAS classes in FY94 before the booklet was fielded (pre-fielding phase) and to three SFAS classes in FY95 after the booklet was fielded (post-fielding phase). The pre-post design allowed us to examine differences in perceptions of information adequacy and SF understanding, sources of information used in making the decision to apply, knowledge of the information contained in the booklet, and commitment to the goal of joining. Additional items included only in the post-fielding survey measured the extent to which soldiers and wives read the booklet and perceived it as informative. We also asked soldiers who had read the booklet to comment on its strengths and weaknesses and to suggest improvements. The pre- and post-fielding surveys are included in the Appendix.

We surveyed a total of 843 active duty enlisted soldiers from six classes as shown in Table 1. Eighteen individuals appeared in more than one SFAS class, because soldiers not selected the first time are sometimes given a second try in a later class. For these individuals, we retained only the data collected during the soldier's first appearance at SFAS.

Table 1

Number of Active Duty Enlisted Soldiers Surveyed

Evaluation Phase	Class Number	Number of Soldiers
Pre-Fielding	194 (OCT 93)	154
	294 (JAN 94)	165
	494 (MAY 94)	<u>153</u>
	Total	472
Post-Fielding	195 (NOV 94)	143
	295 (JAN 95)	65
	395 (MAR 95)	<u>163</u>
	Total	371
Grand Total		843

We also surveyed 13 SF recruiters in October 1994. These recruiters, stationed at Fort Bragg, Fort Campbell, Fort Lewis, and Germany, had all had an opportunity to read and distribute the booklet to prospective recruits. Questionnaire items elicited information about booklet distribution, recruiter reactions to the booklet, and ideas for improvement. A copy of the recruiter survey instrument also appears in the Appendix. In addition to the survey, researchers informally talked with these recruiters about their reactions and ideas.

Results

Pre-fielding Perceptions of SF Information and Understanding

We performed preliminary analyses of the pre-fielding data to confirm some of our earlier findings that had suggested the need for a new information booklet. As a preliminary check of our baseline sample, we examined soldiers' views about the need for the booklet, perceptions of recruiter helpfulness, and perceptions of their own understanding of SF.

Soldiers surveyed just before the booklet was fielded confirmed the need for improved information about SF. When asked, "To what extent do you think there is a need for a new information booklet to answer recruits' most common questions about SF careers?", 62% of all soldiers reported there was a considerable or very great need. As might be expected, the percentage was higher for recruits who reported knowing no one in SF, and slightly higher for soldiers married, engaged, or in a serious relationship (hereafter referred to collectively as married/engaged). Figure 1 shows the results.

Although the pre-fielding soldiers viewed recruiters as helpful in providing needed information, responses to questions about recruiter helpfulness reinforced an earlier finding that recruiters tend to emphasize SFAS. Whereas 75% of soldiers viewed recruiters as helpful or very helpful in providing information about SFAS, 67% said the recruiter was helpful or very helpful in providing information about SF.

Booklet Implementation

Booklet distribution. All of the recruiters reported having the booklets at their station, and a majority thought they had at least 300 copies on hand. Recruiters' estimates of the number of booklets they had personally handed out ranged from 10 to 1,000, with about half reporting a distribution of 50 or fewer. When asked, "To whom do you hand out the booklet?", recruiters' most frequent answer was, "to applicants or seriously interested individuals." Figure 2 shows the percentage of recruiters who reported distributing the booklet to various categories of recipients.

Booklet readers. Of the 371 soldiers in our post-fielding sample, 41% reported they had seen the booklet, and 40% reported they had read it. Soldiers who had read the booklet tended to come from posts that have a major SF presence (an SF Group headquarters and/or an SF recruiting station) on post or nearby. These posts, located at Fort Bragg,

To What Extent Do You Think There Is a Need for a
New Information Booklet to Answer Recruits' Most Common
Questions About SF Careers?

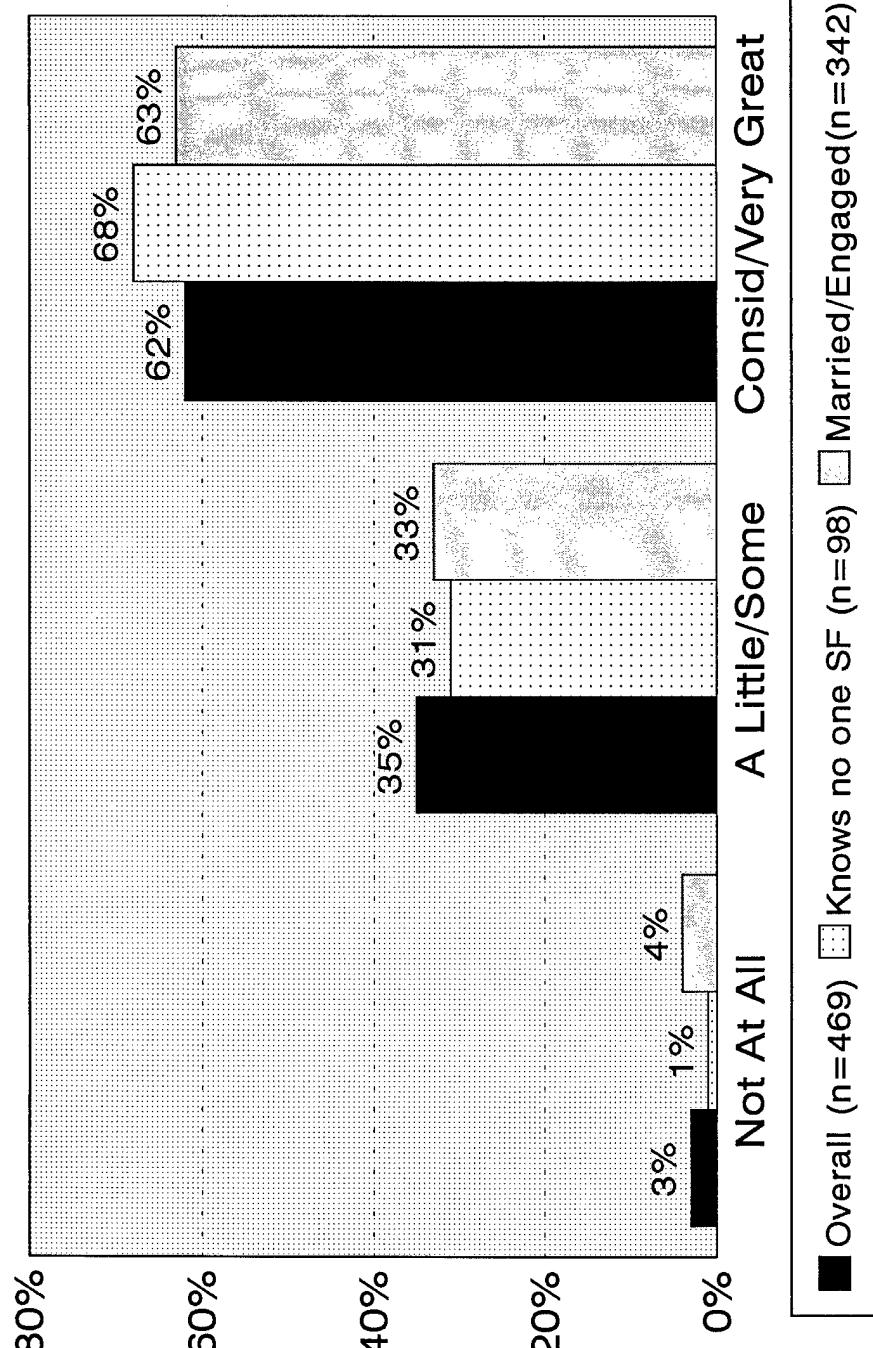


Figure 1. Recruits' perceptions of the need for a new information booklet.

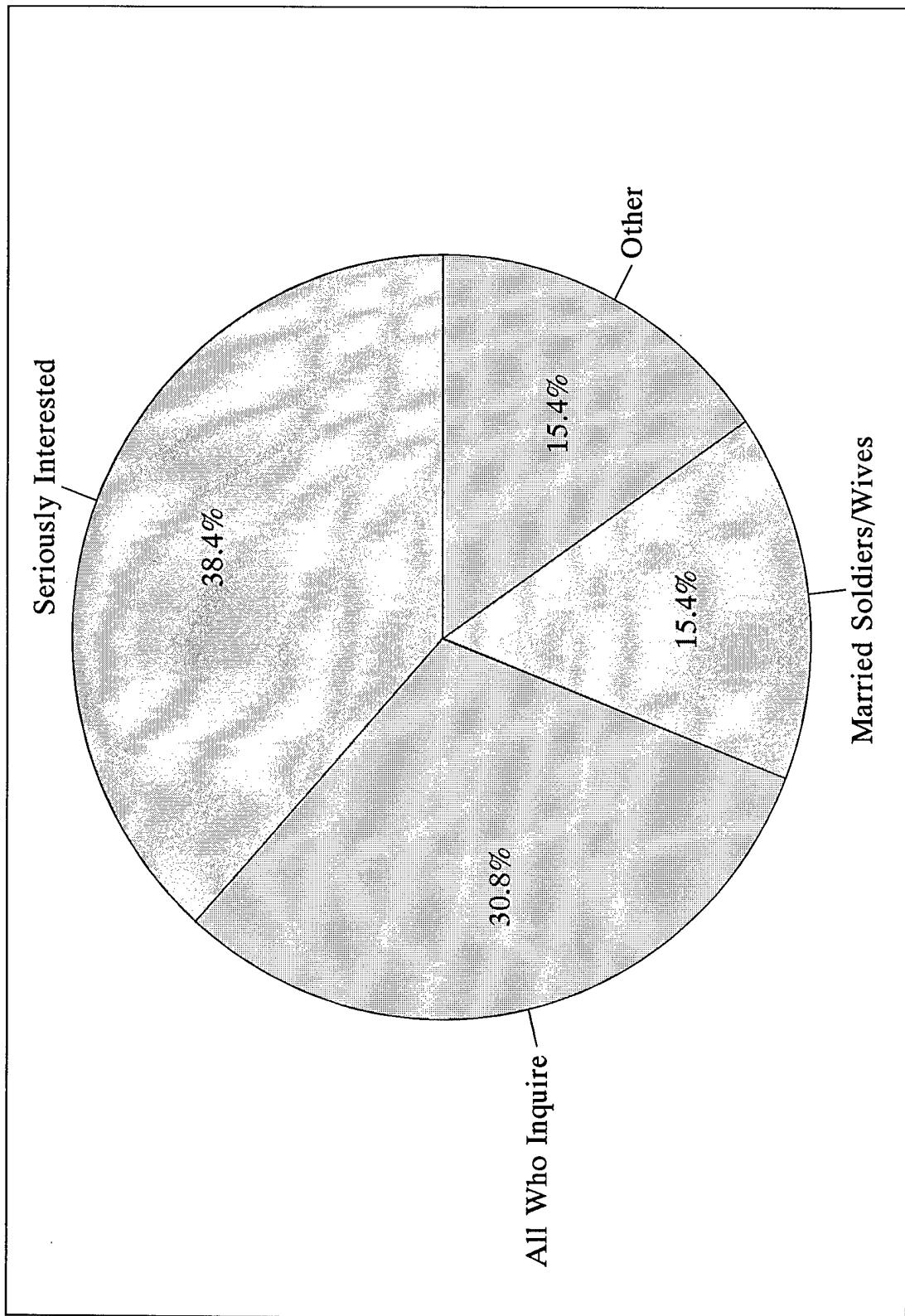


Figure 2. Percentage of recruiters who distributed the booklet to various types of recipients.

Fort Campbell, Fort Lewis, and various locations in Germany, were also the first to receive the booklets. Whereas about 53% of all soldiers in our post-fielding sample of SFAS candidates came from Fort Bragg, Fort Campbell, Fort Lewis, or Germany, 65% of booklet readers came from these locations. Profiles of booklet readers and non-readers on a few other variables of interest are shown in Table 2. The most salient differences between readers and non-readers were that readers were more likely to be married/engaged and concerned about the impact of SF on family life, and more likely to have actively sought information about SF. Among married/engaged soldiers who read the booklet, 84 (76%) reported that their wife or girlfriend also read it.

Booklet influence. One survey item directly asked soldiers about the extent to which the booklet influenced their decision to join SF. Among soldiers who had read the booklet, 54% stated that the booklet influenced their decision to at least some extent, and 29% said it influenced their decision to a considerable or very great extent. The booklet appeared to be even more influential on the wife's or girlfriend's attitude toward the soldier joining (see Figure 3). In cases where the wife or girlfriend had read the booklet, 78% of soldiers reported that the booklet influenced her attitude to at least some extent. Thirty-six percent reported that the wife's/girlfriend's attitude toward the soldier joining was influenced to a considerable or very great extent by the booklet. We also examined the booklet's influence by assessing the extent to which it provided information soldiers used to make their decision. One third of all booklet readers said that, to a considerable or very great extent, the booklet provided information they used in their decision process.

Importance and relevance of the information. For each of ten distinct information topics covered in the booklet, soldiers reported how important it was to them to have information about those topics when they considered SF. Soldiers rated the topics on a four-point scale (very unimportant, not important, important, and very important). The data showed that the vast majority of soldiers considered every topic to be at least *important*. The percentage of soldiers who stated the topic was *important* or *very important* ranged from 73% for "the resources/support programs available to SF families" to 96% for "the training involved in becoming SF-qualified." We observed somewhat greater variability among topics when we considered only the percentage of soldiers who judged the topic as *very important*.

Table 3 shows the ten topics rank ordered in terms of the percentage of soldiers who rated the topic as very important. Because we were interested in both perceptions of information importance and information coverage, we also examined the percentage of soldiers who said the booklet met their need for the various information topics. As shown in Table 3, a majority of soldiers who read the booklet stated that, for every topic, the booklet met their need for information to a considerable or very great extent. However, we noted that the importance of the topic bore only a small (and statistically nonsignificant) relationship to the perceived coverage of the topic.

Table 2

Profiles of Booklet Readers and Non-Readers

Readers (n=146)		Non-Readers (n=221)	
Married/Engaged	75%	Married/Engaged	62%
Rank		Rank	
E4	46%	E4	44%
E5	41%	E5	43%
E6	13%	E6	13%
Non-Combat Arms	42%	Non-Combat Arms	40%
Actively Sought Information About SF to a Considerable or Very Great Extent	88%	Actively Sought Information About SF to a Considerable or Very Great Extent	75%
Number of People Know in SF		Number of People Know in SF	
No One	21%	No One	26%
1 or 2	23%	1 or 2	24%
3 to 5	22%	3 to 5	23%
6 or More	34%	6 or More	27%
Concerned About the Impact of SF on Family Life to a Considerable or Very Great Extent ¹	52%	Concerned About the Impact of SF on Family Life to a Considerable or Very Great Extent	31%

¹For married/engaged soldiers only, the percents for readers and non-readers were somewhat higher at 63% and 47%, respectively.

To What Extent Did the Booklet Influence the
Soldier's Decision and the Wife's/Girlfriend's Attitude
Toward the Soldier Joining?

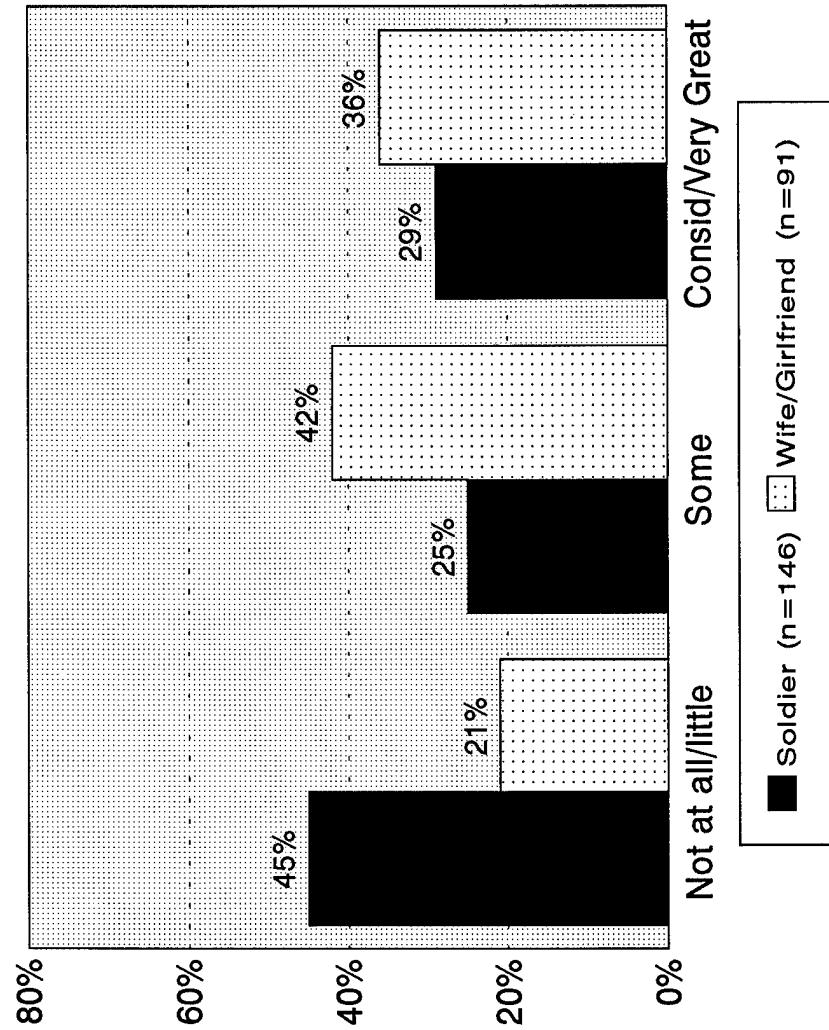


Figure 3. Booklet influence on soldier's decision and on wife's/girlfriend's attitude toward soldier joining SF.

Table 3

Perceived Importance and Coverage of Topics Presented in the Booklet

Topic	Percent Who Said Having Information Was Very Important (n=367)	Percent Who Said Booklet Met Their Need for Information to a Considerable or Very Great Extent (n=145)
Training Involved in Becoming Qualified	63%	70%
SF Missions	50%	68%
Impact of SF on Family	44%	52%
Career Paths in SF	42%	63%
Resources Available to SF Families	40%	51%
MOS Assignments	38%	65%
SF Group Assignments	35%	61%
Day-to-Day Life in SF	35%	51%
SF Versus Conventional	31%	65%
Matchup Between SF Groups and World Regions	28%	73%

Another indication of the importance and relevance of the information contained in the booklet was the extent to which the booklet answered soldiers' (and wives') most important questions about SF. Fifty-one percent of soldiers who read the booklet stated that it answered their most important questions to a considerable or very great extent. An even larger percentage of soldiers (59%) reported that the booklet answered their wife's/girlfriend's most important questions to a considerable or very great extent (see Figure 4).

To What Extent Did the Booklet Answer Your (or Your Wife's/Girlfriend's) Most Important Questions About SF?

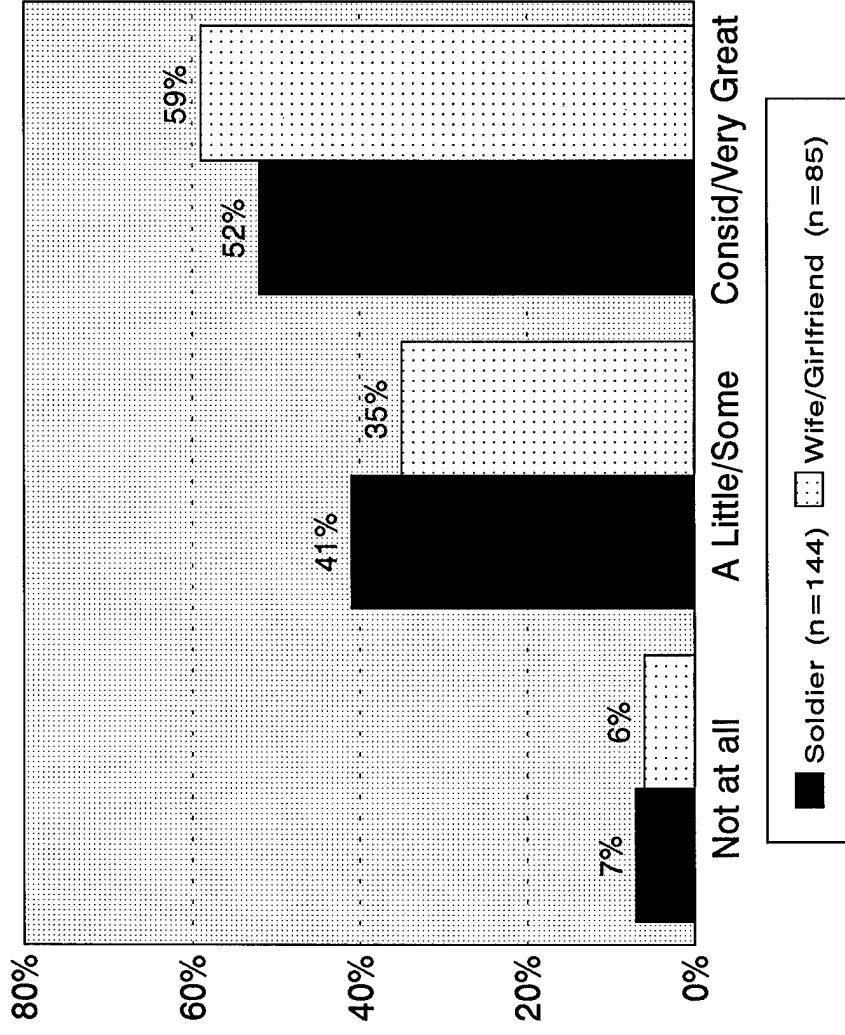


Figure 4. The extent to which the booklet answered soldiers' and wives' most important questions.

Additionally, we observed that perceptions of recruiter helpfulness were very high for soldiers who read the booklet. The pre-fielding data had shown that about 75% of recruits viewed recruiters as helpful or very helpful in providing information about SFAS. A smaller percentage (67%) viewed recruiters as helpful or very helpful in providing information about SF in general. These percentages were higher for booklet readers, at 86% and 85%, respectively. Moreover, readers perceived recruiter helpfulness as nearly equivalent for SF versus SFAS information, as might be expected in view of the booklet content.

Finally, we examined whether or not the booklet provided information that was new. When asked directly, 64% of booklet readers said it gave them new information about SF to a considerable or very great extent, while only 2% said it gave them no new information (see Figure 5). Soldiers' answers to true-false items that queried their knowledge about specific information stated in the booklet also helped us assess whether the booklet in fact provided new information. The items were five statements pertaining to language training requirements, time spent away from home, SF missions, MOS distinctions in SF, and the need for interpersonal skills in SF.² The truthfulness of these statements could be ascertained from the booklet. For example, the statement, "For most SF MOS, foreign language learning is encouraged but not required" is false. The booklet informs the reader that, "If selected, you are assigned to an SF MOS and receive qualification training, including foreign language training" and that, "Everyone attends language training or demonstrates language proficiency."

At the start of the research, we hypothesized that booklet readers would demonstrate greater knowledge of the information presented in the booklet, compared to nonreaders, if the booklet provided new information. Our initial intention was to compare readers with pre-fielding non-readers, which is indeed the most appropriate comparison. However, since so many soldiers in our post-fielding sample did not read the booklet, we also took advantage of the opportunity to compare readers with post-fielding non-readers. Before proceeding with the analyses, however, we equated the three groups on sample size to avoid the statistical problems associated with widely disparate numbers of soldiers in our three conditions (Kerlinger & Pedhazur, 1973, p. 187). This was accomplished by randomly sampling 145 (out of 472) pre-fielding soldiers and 145 (out of 221) post-fielding non-readers for comparison with our 145 readers. All of our analyses involving the true-false knowledge items are based on these samples.

²A sixth item pertaining to the percent of time a soldier is deployed on a real-world mission was dropped from the analysis, based on consultation with USAJFKSWCS personnel. Because there was a substantial increase in SF unit deployments over the course of the research, what was initially a clearly false expectation about very frequent deployments became a rather realistic expectation.

To What Extent Did the Booklet Give You New Information
About SF?

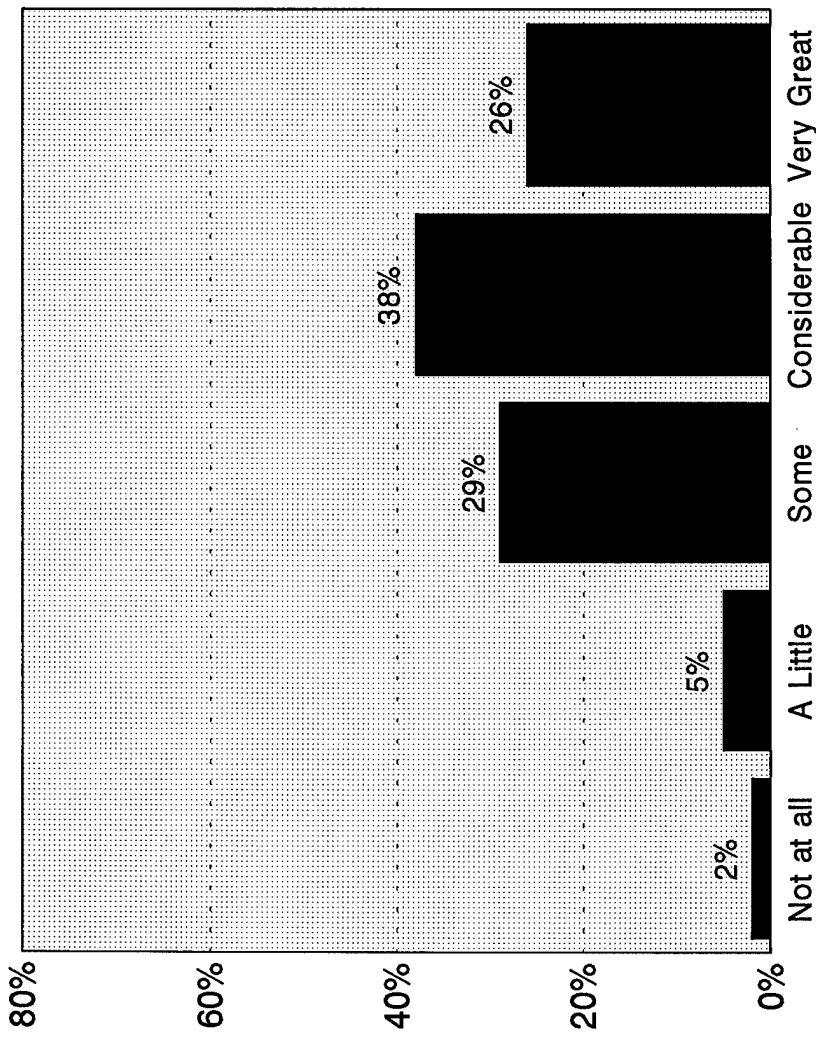


Figure 5. Soldiers' perceptions of the extent to which the booklet provided new information.

Table 4 shows the five items and the percentage of soldiers in each group who correctly answered each one. Although some items were clearly easier than others for all soldiers, the pattern of the data reveals that more readers than non-readers correctly answered the questions. In terms of the total number correct, the means were 3.65 ($SD = 1.03$) for readers, 3.30 ($SD = 1.04$) for pre-fielding non-readers, and 3.11 ($SD = 1.12$) for post-fielding non-readers. A one-way analysis of variance showed that the overall group effect was significant ($F (2, 430) = 9.39, p < .01$). Post hoc comparisons using the Tukey Honestly Significant Difference (Tukey-HSD) statistic showed that the difference between readers and post-fielding non-readers was statistically significant (Tukey critical range = .36, $p = .01$) and that the difference between readers and pre-fielding non-readers was marginally significant (Tukey critical range = .29, $p = .05$).

Table 4

Percentage of Readers and Non-Readers Who Correctly Answered True-False Knowledge Items

<u>Item</u>	<u>Readers</u>	<u>Non-Readers</u>	
		<u>Pre</u>	<u>Post</u>
1. For most SF MOS, foreign language is encouraged but not required. (False)	82%	66%	63%
2. In SF, the time spent away from home varies greatly from year to year. (True)	87%	86%	80%
3. Direct action and special reconnaissance are considered the "core" missions in SF. (False)	62%	55%	49%
4. Because SF soldiers are highly specialized, MOS distinctions are particularly sharp in SF. (False)	39%	26%	32%
5. SF soldiers need exceptional interpersonal skills. (True)	95%	97%	90%

Booklet Impact

Soldiers' commitment. Commitment to the goal of joining SF was examined by the extent to which soldiers agreed with the item, "Being an SF soldier is an important life goal for me." Extent of agreement was expressed on a 5-point scale, with 1 being "strongly disagree" and 5 being "strongly agree." To evaluate the hypothesis that booklet readers would be more committed to the goal of joining SF than non-readers, we used the same sample of soldiers as was used in the preceding analyses to compare readers and non-readers on their knowledge of the booklet information. That is, we used equal-sized samples of readers, pre-fielding non-readers, and post-fielding non-readers (145 soldiers in each group). We found that the percentage of soldiers who strongly agreed with the statement was highest for readers (83%), next highest for pre-fielding non-readers (77%), and lowest for post-fielding non-readers (71%). Similarly, the mean agreement ratings were 4.76 ($SD = .63$) for readers, 4.68 ($SD = .70$) for pre-fielding non-readers, and 4.56 ($SD = .88$) for post-fielding non-readers. The pattern of the commitment data was therefore consistent with our expectation for higher commitment levels among booklet readers. The differences were small, however, and not statistically reliable. Moreover, it must be noted that commitment differences could be due to differences in the reader versus non-reader samples. Recruits with a strong interest in SF were more likely to actively seek out information and be given the booklet by recruiters.

Soldiers' perceptions of information adequacy and knowledge about SF. Whether soldiers exposed to the RJP perceive themselves as having more information and knowledge about SF is an empirical question we also examined. Although the vast majority of all soldiers believed they had adequate information about Special Forces to make the decision to volunteer, the data showed that more booklet readers than non-readers perceived themselves as having at least adequate information. Similarly, more booklet readers than non-readers agreed with the statement, "I know a great deal about what Special Forces is all about." We also asked soldiers the extent to which they agreed they had a good understanding of the various SF topics covered in the booklet. On all ten topics we queried, booklet readers reported having better understanding compared to soldiers who did not read the booklet. One-way analyses of variance among equal-sized ($n=145$) samples of readers, prefielding non-readers, and post-fielding non-readers showed that the higher reported understanding for readers was statistically significant (all p 's $< .01$) with respect to all topics except one (how SF differ from conventional forces). Post hoc comparisons using the Tukey-HSD statistic at $p=.01$ showed that for six of the topics, significant differences existed between readers and pre-fielding non-readers.

Although there were reader versus non-reader differences in reported understanding of topics, there was also a very consistent pattern across all soldiers. When we asked soldiers how well they thought they understood various SF topics, four particular topics consistently emerged as relatively well understood, and four topics consistently emerged as relatively poorly understood. These eight topics appear in Table 5.

Table 5

Soldiers' Reported Understanding of SF Topics

<u>Best Understood</u>	<u>Mean Rating (Standard Deviation)³</u>
How SF differ from conventional forces	4.38 (.68)
The kinds of missions SF perform	4.14 (.80)
The training involved in becoming SF-qualified	4.12 (.79)
The matchup between SF Groups and various regions of the world	4.05 (.93)
<u>Least Understood</u>	
The resources/support programs available to SF families	3.17 (1.16)
How soldiers get assigned to SF Groups	3.50 (1.06)
The day-to-day life of an SF soldier	3.52 (1.01)
The likely impact of SF on my family	3.68 (0.97)

Reactions to the Booklet

Recruiters' reactions. Recruiters' reactions to the booklet were generally favorable. A majority reported the booklet gave them a lot of new information and improved their ability to answer a broad range of questions about SF. All 13 recruiters said it was useful as a recruiting tool and would recommend its continuation beyond the experimental stage. Recruiters were twice as likely to agree that the booklet was a valuable information source for newly assigned SF recruiters than to agree it was a valuable resource for experienced recruiters. When asked about the strengths of the booklet, recruiters most often cited the breadth of coverage and the importance of the information. The most frequently cited

³Soldiers responded to items of the form, "I have a good understanding of..." on a 5-point scale (1 = strongly disagree and 5 = strongly agree). The means are based on responses from all soldiers, with n's ranging from 434 to 437.

weakness was the need for more detailed information on such topics as MOS, physical fitness, and promotions. Regarding format, recruiters also recommended that the booklet be reduced in size to fit a soldier's pocket (e.g., 5" x 7") and that color and pictures be added.

Soldiers' reactions. Soldiers' reactions to the booklet were also favorable. Ninety-eight percent of soldiers who read it recommended continuation of the booklet beyond a tryout period. We also content analyzed their written comments about the strengths and weaknesses of the booklet. The most frequently cited strengths were the booklet's family orientation and the overall breadth and depth of the information provided. Although the family-related aspect of the booklet was well received, some soldiers reported that the amount of family information was insufficient and cited this as the major weakness. In general, soldiers wanted more information. A few soldiers also mentioned the need for updated and/or additional pictures. Table 6 summarizes their responses to the open-ended items about booklet strengths and weaknesses.

Table 6

Soldiers' Responses to Open-Ended Questions About Booklet Strengths and Weaknesses

<u>Category of Response</u>	<u>Frequency</u>	<u>(% of Responses)</u>
<u>Strengths</u>		
Family Orientation	22	24.7%
Breadth and Depth of Information Covered	18	20.2%
Information About SF Groups (e.g., Regional Orientation and Assignments)	12	13.5%
Readability/Format	11	12.4%
Information About Training	10	11.2%
Information About Jobs (MOS Descriptions, Assignments)	9	10.1%
Other	7	7.9%
<u>Weaknesses</u>		
Insufficient Family Information (e.g., Resources)	15	25.4%
Not Enough Information/Detail in General	9	15.2%
Needs More on SFAS and Preparation for SFAS	8	13.5%
Pictures (e.g., Outdated, Not Enough)	6	10.2%
Other	21	35.7%

Discussion

A major objective of the evaluation was to assess and describe the extent to which we had indeed implemented a realistic job preview for SF. We were interested in who read the booklet, whether the booklet was influential, and whether it provided important, new

information. We found that all of the major SF recruiting stations had copies of the booklet available and that most recruiters were at least passing it out to all serious prospects. Overall distribution of the booklet was, however, quite limited. Less than half of the soldiers in our post-fielding sample of SFAS classes were exposed to the booklet. As of March 1995, about 145 recruits and 84 wives or girlfriends had seen and read it. Since booklet readers tended to come from Army posts having SF units and an SF recruiting station, they tended to have more exposure to SF in general than recruits who had not read the booklet. In addition to knowing more people in SF, booklet readers tended to be more active information seekers and more oriented toward family issues. Any interpretation of the evaluation data therefore must be made in the context of these known, systematic differences between exposed and non-exposed soldiers.

The booklet appeared to influence the decision process of those individuals who read it. Approximately one-third of readers said the booklet provided information they used and that it had a considerable influence on their decision. The booklet's relatively greater influence on the attitude of wives and girlfriends could be explained by an assumed difference in baseline knowledge levels. If the spouses and girlfriends did not have as much information as the soldiers to begin with, the booklet information would have accounted for a larger proportion of their knowledge, thus making the RJP more influential. Similarly, the booklet might have greater influence on soldiers who were not already as exposed to SF as the booklet readers in our sample.

The findings also suggested that the booklet provided important, new information. Most soldiers viewed the booklet information as important and stated that the booklet largely met their need for information. Although there was little relationship between perceived topic importance and perceived topic coverage, we did note that the two topics judged to be most important (training and missions) were also among the highest rated in terms of coverage. Overall, the booklet appeared, in most cases, to answer soldiers' and wives' most important questions. Moreover, the observation that more booklet readers than non-readers viewed recruiters as helpful or very helpful indirectly suggests their satisfaction with the information they obtained from recruiters which, of course, included the booklet. Recruiters themselves expressed satisfaction with the information in the booklet, noting that newly assigned recruiters in particular could rely on the RJP as a valuable information source.

Nearly all readers reported the booklet gave them at least some new information. The more objective data based on true-false knowledge items are also consistent with the conclusion that the booklet provided new information. The observed knowledge differences between post-fielding readers and non-readers could just as easily be explained, though, as pre-existing differences. We know that the readers were more exposed to SF and tended to seek out more information. Thus, their knowledge about SF was likely to be greater, regardless of exposure to the RJP. The lower number of correctly answered items for pre-fielding soldiers compared to booklet readers offers somewhat stronger evidence that the booklet offered new information about SF. We conclude that the booklet probably gave most

soldiers some new insights, but we are not able, on the basis of this study, to assess the extent to which that occurred.

We encountered similar difficulties of interpretation when examining the booklet's impact on soldiers' perceptions of information adequacy and knowledge levels and on commitment to joining SF. We hypothesized that exposed soldiers might perceive themselves as more knowledgeable and therefore be more committed than non-exposed soldiers. Although the pattern of data tended to confirm these expectations, we cannot conclude that any observed differences were the result of exposure to the RJP. Since readers were more exposed to SF and more actively sought information, they were probably more knowledgeable and committed as a group than were either the post-fielding non-readers or the pre-fielding soldiers. The fact that many recruiters reserved the booklet for only the most seriously interested recruits also confounds the analysis.

The evaluation did help meet our final objective of identifying booklet strengths and weaknesses. The major weakness soldiers perceived is that the booklet lacks sufficient detailed information on some topics, particularly on family-related issues. Even though our small sample of readers may be more interested in family issues than the typical recruit, the current coverage of family information is in fact modest and could easily be increased. In particular, two sources of data suggest a need for more information on such topics as available family resources and support programs. First, soldiers' reported understanding of family resources and of the likely impact of SF on the family was low. Second, soldiers' written comments emphasized the importance of family information and the desire for more detailed family information. The findings also invite consideration of formatting changes such as the use of updated pictures and color enhancements, and the possible development of a pocket-sized version.

Conclusions and Recommendations

Given the overall findings, we recommend continuation of the booklet. The RJP appeared to provide at least some new and important information of interest to soldiers and families. The evaluation suggests that the booklet indeed, as intended, answered many important questions for recruits and their wives. Moreover, the information contained in the booklet was used as part of the important SF career decision process. Wives, in particular, seem to have benefitted from this source of information. Finally, the very positive reactions on the part of recruiters and soldiers support further dissemination of the booklet.

The small and selective nature of our sample of booklet readers made interpretation of the evaluation data difficult. Ideally, an assessment of the extent to which the RJP provided new information and affected commitment to SF would involve a true experiment designed so that otherwise comparable groups of soldiers either receive or do not receive the booklet. On the other hand, however, the booklet readers in our sample may accurately represent the type of soldier who will continue to receive and read the booklet. A concerted effort would be required to distribute this booklet to soldiers who are the least exposed to SF (e.g., soldiers in

non-combat-arms MOS, those far removed from SF units, those who do not go through an SF recruiter). One could reasonably assume, then, that booklet exposure will continue to be highest for recruits who are located near SF units and who actively seek out information, especially information about family issues. If that is indeed the case, then SF may want to consider deliberately tailoring the booklet to this particular audience. Important issues for decision makers in the SF community, then, are whether and how to ensure broader booklet distribution and availability. Given the current distribution method, the most knowledgeable soldiers will continue to have greatest access. Increased access for soldiers who are least knowledgeable about SF will require new and more vigorous booklet distribution strategies.

We strongly recommend that the family orientation of this booklet be continued and expanded. In particular, we suggest more detailed information on Family Support Groups in SF and on other resources available to SF families. Given recent increases in the frequency of soldier deployments, we recommend adding objective information about deployments to the extent possible. Also, as a general guide, our findings regarding the best understood and least understood SF topic areas can facilitate future decisions about booklet content and emphasis. Finally, the suggested formatting changes might help attract readers and are well worth considering.

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Appendix
Soldier and Recruiter Survey Instruments

Sample Pre-Fielding Survey Instrument

SURVEY OF SFAS CANDIDATES

JANUARY 1994

PRIVACY ACT STATEMENT

1. This information is being collected by the Army Research Institute for the Behavioral and Social Sciences as part of our on-going program of research on Special Forces.
2. The data will be used for research purposes only and your answers will be completely confidential. No one within the Special Warfare Center or Special Forces will ever see your responses. We are requesting your Social Security number only so that we can link your responses with other data.
3. Please respond honestly and thoughtfully; there are no right or wrong answers. Completion of the survey is voluntary and you will not be penalized if you refuse to respond. The accuracy of our conclusions, however, depends on our having input from everyone. Your cooperation is greatly appreciated.

THANK YOU

SSN: _____ (for research purposes only)

PART A. BACKGROUND INFORMATION

1. Current Army status (circle one): RA NG USAR REP63
2. Current Post: _____ Rank: _____
3. How many people do you know in SF? _____ people

PART B. SF CAREER DECISION INFORMATION

For the following questions, please circle the letter of the best response.

1. How adequate was the information you had about Special Forces to make the decision to volunteer?
 - a) extremely inadequate (I had almost no information)
 - b) inadequate (I needed more information than I had)
 - c) somewhat inadequate (I could have used more information)
 - d) adequate (I had most of the information I needed)
 - e) extremely adequate (I had all the information I needed)
2. When you were making the decision to volunteer for SF, were you...
 - a) married
 - b) engaged or in a serious relationship
 - c) not involved in a serious relationship
3. Did your wife/girlfriend think that you had enough information about SF to make the decision to join?
 - a) yes
 - b) no
 - c) Not Applicable
4. How helpful was the SF recruiter in getting you the information you needed:

<u>About SFAS?</u>	<u>About Special Forces?</u>
a) not helpful at all	a) not helpful at all
b) a little helpful	b) a little helpful
c) somewhat helpful	c) somewhat helpful
d) helpful	d) helpful
e) very helpful	e) very helpful
f) NA- did not go through SF recruiter	f) NA- did not go through SF recruiter

PLEASE CIRCLE THE NUMBER THAT CORRESPONDS TO YOUR RESPONSE.

5. To what extent...

	<i>Not at All</i>	<i>To a Little Extent</i>	<i>To Some Extent</i>	<i>To a Considerable Extent</i>	<i>To a Very Great Extent</i>	
a) was your <u>recruiter</u> able to answer your most important questions about SF?	1	2	3	4	5	NA
b) did you actively seek out information on your own about Special Forces	1	2	3	4	5	
c) did you actively seek out information on your own about SFAS	1	2	3	4	5	
d) are you concerned about the impact SF will have on your family life?	1	2	3	4	5	NA
e) do <u>you</u> still have major concerns or questions about a career in SF?	1	2	3	4	5	
f) does <u>your wife/girlfriend</u> still have major concerns or questions about a career in SF?	1	2	3	4	5	NA

PLEASE CIRCLE THE NUMBER THAT CORRESPONDS TO YOUR RESPONSE.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6. I have a good understanding of...						
a) how SF differ from conventional forces . . .	1	2	3	4	5	
b) how soldiers get assigned to SF MOS	1	2	3	4	5	
c) how soldiers get assigned to SF Groups . . .	1	2	3	4	5	
d) the training involved in becoming SF-qualified	1	2	3	4	5	
e) the matchup between SF Groups and various regions of the world	1	2	3	4	5	
f) the kinds of missions SF perform	1	2	3	4	5	
g) the day-to-day life of an SF soldier. . . .	1	2	3	4	5	
h) typical career paths in SF.	1	2	3	4	5	
i) the likely impact of SF on my family. . . .	1	2	3	4	5	
j) the resources/support programs available to SF families	1	2	3	4	5	
7. If I don't become an SF soldier, it won't bother me that much	1	2	3	4	5	
8. I know a great deal about what Special Forces is all about	1	2	3	4	5	
9. Being an SF soldier is an important life goal for me	1	2	3	4	5	

10. We are trying to determine where today's SF volunteers get the information they need to make a decision about applying for SF.

Considering all the information about SF that you used to make your decision, what percent came from each of the following sources? (Make sure your numbers add to 100%)

% Talking with recruiters (including recruiter briefings)
 % Recruiting film
 % Written pamphlets/booklets provided by a recruiter
 % Friends or acquaintances in SF
 % People in your chain of command
 % Non-SF friends or acquaintances
 % Books or movies
 % Other (Please specify) _____
TOTAL=100%

11. The Special Warfare Center and School is thinking about developing a new information booklet to answer recruits' most common questions about SF careers. To what extent do you think there is a need for this type of booklet?

- a) not at all
- b) to a little extent
- c) to some extent
- d) to a considerable extent
- e) to a very great extent

Next to each statement, place a T or F to indicate whether you think the statement is TRUE or FALSE. (If you don't know, just write DK).

12. For most SF MOS, foreign language learning is encouraged but not required.

13. In SF, the time spent away from home varies greatly from year to year.

14. Direct action and special reconnaissance are considered the "core" missions in SF.

15. Because SF soldiers are highly specialized, MOS distinctions are particularly sharp in SF.

16. SF soldiers need exceptional interpersonal skills.

17. SF soldiers spend about 90% of their time deployed on real-world missions.

Thank You!

Sample Post-Fielding Survey Instrument

SURVEY OF SFAS CANDIDATES

March 1995

PRIVACY ACT STATEMENT

1. This information is being collected by the Army Research Institute for the Behavioral and Social Sciences as part of our on-going program of research on Special Forces.
2. The data will be used for research purposes only, and your answers will be completely confidential. We are requesting your Social Security number only so that we can link your responses with other data.
3. Please respond honestly and thoughtfully. There are no right or wrong answers. Completion of the survey is voluntary, and you will not be penalized if you refuse to respond. The accuracy of our conclusions, however, depends on our having input from everyone. Your cooperation is greatly appreciated.

THANK YOU

10. How helpful was the SF recruiter in getting you the information you needed:

AboutSFAS?

- not helpful at all
- a little helpful
- somewhat helpful
- helpful
- very helpful
- NA-did not go through SF recruiter

About Special Forces?

- not helpful at all
- a little helpful
- somewhat helpful
- helpful
- very helpful
- NA-did not go through SF recruiter

11. To what extent.....

- a) was your recruiter able to answer your most important questions about SF?
- b) did you actively seek out information on your own about Special Forces?
- c) did you actively seek out information on your own about SFAS?
- d) are you concerned about the impact SF will have on your family life?
- e) do you still have major concerns or questions about a career in SF?
- f) does your wife/girlfriend still have major concerns or questions about a career in SF?

<i>Not at all</i>	<i>To a Little Extent</i>	<i>To Some Extent</i>	<i>To a Considerable Extent</i>	<i>To a Very Great Extent</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I have a good understanding of....

- a) how SF differ from conventional forces
- b) how soldiers get assigned to SF MOS
- c) how soldiers get assigned to SF Groups
- d) the training involved in becoming SF-Qualified
- e) the matchup between SF Groups and various regions of the world
- f) the kinds of missions SF perform
- g) the day-to-day life of an SF soldier
- h) typical career paths in SF
- i) the likely impact of SF on my family
- j) the resources/support programs available to SF families

13. If I don't become an SF soldier, it won't bother me that much

14. I know a great deal about what Special Forces is all about

15. Being an SF soldier is an important life goal for me

16. We are trying to determine where today's SF volunteers get the information they need to make a decision about applying for SF. Considering all the information about SF that you used to make your decision, what percent came from each of the following sources? (Make sure your numbers add to 100%).

_____ % Talking with recruiters (including recruiter briefings)

_____ % Recruiting film

_____ % Written pamphlets/booklets provided by a recruiter

_____ % Friends or acquaintances in SF

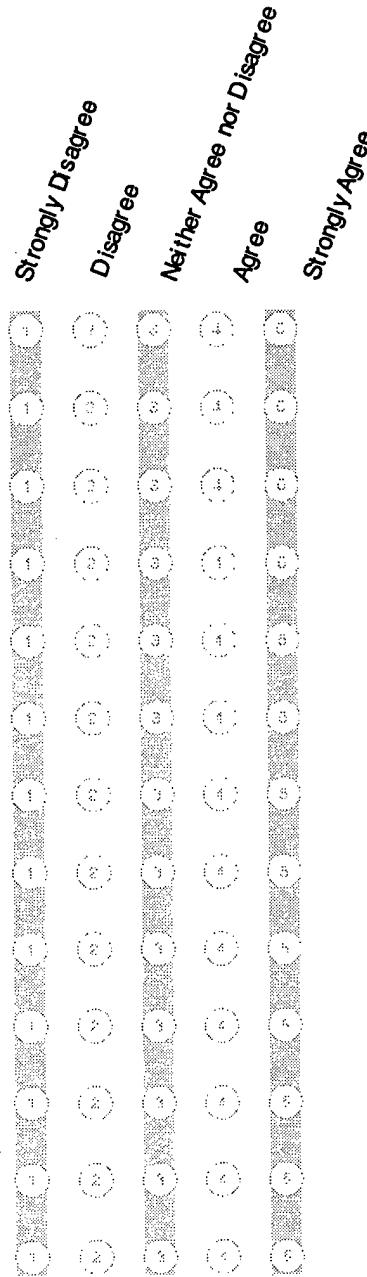
_____ % People in your chain of command

_____ % Non-SF friends or acquaintances

_____ % Books or movies

_____ % Other (Please specify) _____

Total=100%



For statements 17-22, indicate whether you think the statement is TRUE or FALSE (or DON'T KNOW).

17. For most SF MOS, foreign language learning is encouraged but not required.

True
 False
 Don't Know

18. In SF, the time spent away from home varies greatly from year to year.

True
 False
 Don't Know

19. Direct action and special reconnaissance are considered the "core" missions in SF.

True
 False
 Don't Know

20. Because SF soldiers are highly specialized, MOS distinctions are particularly sharp in SF.

True
 False
 Don't Know

21. SF soldiers need exceptional interpersonal skills.

True
 False
 Don't Know

22. SF soldiers spend about 90% of their time deployed on real-world missions.

True
 False
 Don't Know

You may have seen a new information booklet called "THINKING ABOUT SPECIAL FORCES? Answers to Your Most Often-Asked Questions". The following questions pertain to this booklet.

23. Have you seen this booklet?

Yes
 No

25. Has your wife or girlfriend seen this booklet?

Yes
 No
 Don't Know
 Not Applicable

24. Have you read it?

Yes
 No

26. Has your wife or girlfriend read it?

Yes
 No
 Don't Know
 Not Applicable

27. To what extent did the booklet.....

a). give you new information about SF?

Not at all
To a Little Extent
To Some Extent
To a Considerable Extent
To a Very Great Extent
Not Applicable



b). influence your decision to join SF?



c). influence your wife/girlfriend's attitude toward you joining SF?



d). provide information that you used to make a decision about joining SF?



e). answer your most important questions about SF?



f). answer your wife/girlfriend's most important questions about SF?



28. When you were considering SF, how important was it to you to have information about the following:

Very Unimportant
Not Important
Important
Very Important

a) how SF differ from conventional forces



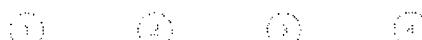
b) how soldiers get assigned to SF MOS



c) how soldiers get assigned to SF Groups



d) the training involved in becoming Sf-qualified



e) the matchup between SF Groups and various regions of the world



f) the kinds of missions SF perform



g) the day-to-day life of an SF soldier



h) typical career paths in SF



i) the likely impact of SF on my family



j) the resources/support programs available to SF families



• 29. To what extent did the booklet meet your need for information about..

Not at all
To a Little Extent
To Some Extent
To a Considerable Extent
To a Very Great Extent
Not Applicable

a) how SF differ from conventional forces 

b) how soldiers get assigned to SF MOS 

c) how soldiers get assigned to SF groups 

d) the training involved in becoming SF-qualified 

e) the matchup between SF Groups and various regions of the world 

f) the kinds of missions SF perform 

g) the day-to-day life of an SF soldier 

h) typical career paths in SF 

i) the likely impact of SF on my family 

j) the resources/support programs available to SF families 

30. Strengths of the booklet (please specify): _____

31. Weaknesses of the booklet: _____.

32. Suggested improvements: _____

33. Would you recommend continuing the booklet beyond the experimental stage?

Yes

No

Not Applicable (have not read it)

Recruiter Survey Instrument

SPECIAL FORCES RECRUITER SURVEY

OCTOBER 1994

The purpose of this research is to evaluate a newly developed booklet for Special Forces recruiting, titled "THINKING ABOUT SPECIAL FORCES? ANSWERS TO YOUR MOST OFTEN-ASKED QUESTIONS."

Your responses will help us assess the usefulness of this booklet and will provide information needed to make decisions about booklet modification and implementation.

PRIVACY ACT STATEMENT

This information is being collected by the U.S. Army Research Institute for the Behavioral and Social Sciences as part of our ongoing program of research on Special Forces.

The data will be used for research purposes only, and your answers are confidential. Your participation and completion of this survey are voluntary, and you will not be penalized if you decide not to participate or respond to all questions.

SPECIAL FORCES (SF) RECRUITER SURVEY

RECRUITER BACKGROUND

1. To what recruiting station are you currently assigned?

2. How long have you been an SF recruiter? ____ YEARS ____ MONTHS

3. Are you SF qualified? ____ NO ____ YES

BOOKLET DISTRIBUTION

4. Do you have these booklets at your station?

- a) Yes
- b) No

5. If so, approximately how many? _____

6. Approximately how many booklets have you personally handed out?

7. To whom do you hand out the booklet? (For example, to every soldier who inquires about SF? To wives?)

8. How do you think the booklet might be most effectively used?

- a) Go through it with the recruit
- b) Show the recruit where he can find answers in it
- c) Tell the recruit to read it carefully and discuss it with his wife
- d) Other (Explain) _____

USEFULNESS FOR RECRUITS

9. In your opinion, is the booklet more valuable for some than for others? Explain.

10. What are the major concerns of recruits you're seeing today?

Does the booklet address most of them? _____

USEFULNESS FOR RECRUITERS

11. Has the booklet given you a lot of new information? _____

12. Is it useful as a recruiting tool? _____

13. Would you recommend continuing the booklet beyond the experimental stage?

- a) Yes
- b) No

14. INDICATE YOUR LEVEL OF AGREEMENT BY CIRCLING THE CORRESPONDING NUMBER.

This booklet...

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) has improved my ability to answer a broad range of questions about SF	1	2	3	4	5	
b) is a valuable source of information about SF for <u>newly assigned</u> SF recruiters	1	2	3	4	5	
c) is a valuable source of information about SF for <u>experienced</u> SF recruiters.	1	2	3	4	5	

BOOKLET CONTENT

15. How important is it for you, as an SF recruiter, to have good, reliable information about the following:

		Very Unimportant	Not Important	Important	Very Important
a) SF overall	1	2	3	4	
b) how SF differ from conventional forces .	1	2	3	4	
c) how soldiers get assigned to SF MOS . .	1	2	3	4	
d) how soldiers get assigned to SF Groups .	1	2	3	4	
e) the training involved in becoming SF-qualified	1	2	3	4	
f) the matchup between SF Groups and various regions of the world	1	2	3	4	

		<i>Very Unimportant</i>	<i>Not Important</i>	<i>Important</i>	<i>Very Important</i>
g)	the kinds of missions SF perform	1	2	3	4
h)	the day-to-day life of an SF soldier . . .	1	2	3	4
i)	typical career paths in SF	1	2	3	4
j)	the likely impact of SF on the soldier's family	1	2	3	4
k)	the resources/support programs available to SF families	1	2	3	4

16. How important is it to the potential SF recruits you talk to, to have information about the following:

		<i>Very Unimportant</i>	<i>Not Important</i>	<i>Important</i>	<i>Very Important</i>
a)	SF overall	1	2	3	4
b)	how SF differ from conventional forces . .	1	2	3	4
c)	how soldiers get assigned to SF MOS . .	1	2	3	4
d)	how soldiers get assigned to SF Groups . .	1	2	3	4
e)	the training involved in becoming SF-qualified	1	2	3	4
f)	the matchup between SF Groups and various regions of the world	1	2	3	4
g)	the kinds of missions SF perform	1	2	3	4
h)	the day-to-day life of an SF soldier . . .	1	2	3	4
i)	typical career paths in SF	1	2	3	4
j)	the likely impact of SF on the soldier's family	1	2	3	4
k)	the resources/support programs available to SF families	1	2	3	4

17. Look through the booklet if you're not familiar with it already. What do you think of the coverage in each area?

	<i>Need to Expand</i>	<i>Good Coverage As Is</i>	<i>Could Be Reduced</i>
a) SF overall	1	2	3
b) how SF differ from conventional forces .	1	2	3
c) how soldiers get assigned to SF MOS . .	1	2	3
d) how soldiers get assigned to SF Groups .	1	2	3
e) the training involved in becoming SF-qualified	1	2	3
f) the matchup between SF Groups and various regions of the world	1	2	3
g) the kinds of missions SF perform	1	2	3
h) the day-to-day life of an SF soldier . .	1	2	3
i) typical career paths in SF	1	2	3
j) the likely impact of SF on the soldiers' family	1	2	3
k) the resources/support programs available to SF families.	1	2	3

18. Strengths of the booklet: _____

19. Weaknesses of the booklet: _____

20. Suggested improvements: _____